



## Ayios Nikolaos Behaviour Policy

Review Date: September 2020

Date of Next Review: September 2021

**Head Teacher: Mrs Sarah Baillie**

**SGC Chair: Lt Col S Clifford**

### Behaviour Expectations:

- ✓ At Ayios Nikolaos Primary School, it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring inclusive school, whose values are built on mutual trust and respect for all. Our policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. The School aims to promote an environment where everyone feels happy, safe and secure.
- ✓ The School uses the positive behaviour management system 'It's Good to be Green'. This system ensures that there is a clear understanding and consistency of approach towards rewards and sanctions throughout the school. These materials are highly visible within the classrooms and help to promote good relationships and cooperative learning attitudes in order that everyone can work together with the common purpose of helping everyone to learn.
- ✓ The school expects every member of the school community to demonstrate considerate behaviour towards others. This is articulated by the Headteacher and Deputy Headteacher who meet with all new parents and staff as part of the School's induction programme.
- ✓ All members of the school community are treated fairly and encouraged to take responsibility for their actions.
- ✓ Our Behaviour Policy communicates how we help children to grow and develop in a safe and secure environment and how we will support all children to become positive, responsible and increasingly independent members of the school community, and citizens of society.
- ✓ A happy, productive and successful school rests on a clearly defined rewards and sanctions system. At Ayios Nikolaos Primary School, we strongly believe in creating a positive environment for all members of the school community. Pupils are encouraged to be independent in making choices and are sensitively guided when problems arise. All achievements are celebrated and all pupils are made to feel valued. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

### Aims:

- To have an agreed and consistent, approach to behaviour throughout the school.
- To build up each child's self-esteem by placing the emphasis on praise and reward.
- To have an agreed set of rewards for positive attitudes towards behaviour
- To have clear and consistent boundaries for behaviour and consequences for behaviour that is deemed unacceptable.
- For all parties to be aware of the school systems and graduated response related to our positive behaviour policy
- To ensure the correct channels of communication are used consistently.

### Rewards:

- Golden assembly will be on a Friday so that children finish the week on a positive note. All staff will be expected to attend.
- Each child will belong to a house (Kyrenia Reds, Paphos Yellows, Troodos Greens and Famagusta Blues). House points can be awarded throughout the week for achievement – house

points can be awarded for behaviour, work of a high standard, effort and attitude to work, demonstrating school values or for a sporting or team event.

- Each time a child achieves 50 house points, a certificate will be awarded in the Friday celebration assembly. The child in each class with the most house points at the end of each term will receive a certificate and a badge to keep, and a class trophy cup to hold for the forthcoming term. Children, who receive the cup three times, will be awarded a special shield. During Golden assembly the total team points received in each team that week will be announced and the winning team will receive a large rosette to hang on their 'washing line'. At the end of each term/year the winning team will be congratulated and will have their coloured ribbons placed on the school cup.
- Four pupils in Year 6 who have displayed positive attitudes to school will be given the positions of House Captains.
- A consistent and agreed set of rules at the beginning of the school year and reviewed regularly, these rules are known as the Golden Rules, will be followed by every class in the school.
- Parents/carers and children will be asked to sign a Home/school contract at the point of admission to the school. The contract is a method by which all children and families agree to abide by the expectation of the school in relation to –
  - Behaviour
  - Wearing of uniform
  - Completion of homework
- The home school contract is reviewed regularly by the KS2 children as they move up through the school.

### **Good to be Green Positive Behaviour System:**

The school has adopted the 'Good to be Green' materials for use across the school. This is a positive behaviour system by where all children are rewarded for remaining 'green'.

Each class has a poster to remind children that 'It's Good to be Green'. This is then underpinned by a class chart which contains the names of all the children plus a set of cards – good to be green, warning card, consequence card.

If the behaviour of any children is less than the expected the adult will change the green card in the class wallet to yellow/amber. This acts a visual reminder to the child and should encourage a review of behaviour so that the card can be returned to 'good to be green'. If the behaviour is not reviewed and brought into line with expectations then the amber warning is changed to red – this indicates that a sanction is now in place.

- Green card = Good to be Green – everyone begins each session on green – a positive reinforcement of behaviour expectations for all children
- Amber warning card = take time to review and adjust behaviour. If behaviour is modified then the card in the pocket is returned to the 'good to be green' position. If the behaviour continues to deteriorate then the card may be changed to red – this is the consequence card.
- Red card = consequence card – This card is used to let children know that there will be a consequence for their behaviour. This will initially be a measured amount of time loss during playtime or an immediate time out (e.g. in FS)

**\*In extreme circumstance if any child displays behaviour that is totally unacceptable – hurting other children (non- accidental), deliberate acts of aggression or physical abuse towards children of staff then a consequence card is sent to the office and the children will be removed from the classroom situation.**

### **Sanctions:**

- Children who choose not to follow the expectation of the classroom code of behaviour or who break the Golden Rules will see their personal behaviour card change from green to amber.

- Further inappropriate behaviour will result in the card being changed to red and this will indicate a sanction or consequence is now in place.
- In FS2 and KS1 golden time is taken in blocks of 3 minutes. In KS2 this is increased to blocks of 5 minutes.
- Class teachers will monitor the use of red cards for any emerging patterns. If any child has regular red cards, parents will be asked to support the school by discussing behaviour issues with the class teacher and head teacher.
- If a child is receiving red cards on a frequent basis, then this is flagged up with both the Headteacher and SEN/DCo so that parents can be informed and included in next steps action. For children, who persistently receive red cards on a regular basis a behaviour plan and contract may need to be put in place. This would be done in consultation with the parents, class teacher, SEN/D Co and the Head Teacher
- As each session is a new session all children begin again on green. Poor behaviour has to be amended during the session in which it occurred
- Serious or unacceptable incidents of poor behaviour will be recorded on My Concern. If behaviour is judged to be in this category then all communication with parents or carers is recorded. A senior member of staff in liaison with the class teacher will oversee these cases. The Inclusion co-ordinator will also become involved at this stage. It should be noted that instances of serious unacceptable are very infrequent.
- The correct channel of communication is:

Class teacher → KS Leader/Inclusion Leader → Deputy Head/Head Teacher

### **The Role of All Adults in the School:**

It is the responsibility of all staff to ensure that the behaviour policy is adhered to so that children are given clear, consistent messages. Children are encouraged to take responsibility for their behaviour and make the right choices.

“The Ayios Nikolaos Primary School Way” is that there are high expectations of the children in terms of behaviour to ensure that all children work to the best of their ability.

The class teacher will treat each child fairly and use agreed strategies consistently. The staff will treat all children with respect and understanding. Staff model appropriate behaviour at all times.

All incidents of poor behaviour are recorded. If a child demonstrates poor or unacceptable behaviour during a lesson then the class teacher will follow the agreed system of sanctions.

When necessary the school, usually via the Inclusion Leader, will liaise with external support agencies to help support and guide the progress of each child.

External support may be sought from DCYP/EPAS Teams which includes;

- Specialist Advisory Teacher for SEN/D
- Senior Educational Psychologist
- Senior Educational Social Worker

Medical Services available are;

- Specialist Speech and Language Therapist
- CAMHS (Child & adolescent mental health worker)
- Visiting Paediatrician

Any involvement from anyone outside of the school is only done after discussion with parents and full written permission is gained.

If the class teacher is concerned about any aspect of a pupil's behaviour then this concern will be raised with the parents, this is in line with the whole-school policy. The class teacher may express a concern to the head teacher about any unacceptable behaviour involving any particular child. This will be followed up with parents. The school expects all children to behave well and feel happy and safe at

school. In the event of any deviation from the expected behaviour then the robust system of rewards and sanctions is followed.

### **The Role of the Head Teacher:**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the SGC on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher keeps records of all reported serious incidents of misbehaviour. Accident books are kept at playtimes and lunchtimes and are monitored on a monthly basis. Action is taken if children are frequently recorded in the accident books. Parents are informed and included in the decision making process.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after consultation with appropriate agencies, pupil and parents. Ayios Nikolaos Primary School follows the MOD exclusion procedure.

In the event of a pupil exclusion the parents are informed by telephone. In accordance with policy, a letter is sent to parents, Chair-person (SGC), Chief Education Officer (CEO) – based in Upavon.

Parents of the child concerned will also be made aware of their right to make a representation about the exclusion to the members of the SGC who form both the Complaints Appeal and Exclusions Appeal Panels and the CEO.

### **The Role of Parents:**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to take the time to read these rules and to give them full support.

We fully expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school contract. We build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The School operates an 'open door' approach which means that teaching staff are always available to discuss any issues that may be of concern to the parents at home. An appointment can be made very quickly by contacting the school office, speaking directly with the teacher at the end of the day, messaging via Seesaw or via a note in the home/school diary (KS2) or the reading record book (FS2/KS1).

If the school has to use reasonable sanctions to sanction a child, parents should be seen to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and/or Chair of the SGC. If these discussions cannot resolve the problem, a formal grievance or appeal process will be implemented through the Complaints Appeal Panel and the CEO.

### **Fixed-term and Permanent Exclusions:**

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one

school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, the parents will be informed immediately giving reasons for the exclusion. At the same time, the Head Teacher will make it clear to the parents both verbally and by letter that they can, if they wish, appeal against the decision. MOD Policy outlined in 4.5 will be followed.

The Head Teacher informs the people outlined in MOD's Exclusions Policy, January 2017 about ALL exclusions.

For further information about process please see DCYP Policy Directive 3.2.9 – Exclusions Policy for MOD Schools

### **Outside School:**

Although children are not the responsibility of the school on the way to and from school, children are expected to maintain a polite, sensible and self-disciplined approach at all times. This expectation is made clear to the children.

Arrival at school in the morning:

- Children should not arrive before 07.40
- All children in FS and KS1 must be accompanied to school by a parent or designated adult.
- Children cycling should ensure they ride the correct route through the 'one-way' road system and dismount at the school gate. Cycles should be parked responsibly – all children must wear a helmet.
- Children using a scooter should dismount and park the scooter in the designated area responsibly.
- Children wearing roller boots should remove boots at the designated 'boot stop' near the school gate.

### **Leaving School at the End of the Day:**

- All children in FS and KS1 must be collected by a parent or designated adult
- KS2 children may go home unaccompanied after the parents have signed the agreed consent form
- The school operates a policy by which, any child identified as not arriving home with the agreed time frame or making responsible choices about their behaviour on the way home, will have the privilege of going home unaccompanied withdrawn. This will be done after 3 reported incidents and will involve the Head Teacher and the parents.

The Rewards/Sanction policy is reviewed on an annual basis, by all members of staff and as part of the induction procedures for new members of staff.

- This policy reflects the consensus of the whole teaching staff
- This policy will be reviewed by the date indicated.
- The implementation of this policy is the responsibility of all members of staff.

Appendix A Incident Report Sheet (To be used if no access to My Concern)

Appendix B Procedures for Playtime

Appendix C Code of Conduct for Staff

**Ayios Nikolaos Primary School**  
**Incident Report Sheet** (When My Concern is unavailable)

Appendix A:

Child's Name:

Date of Incident:

Member(s) of Staff Involved:

Precedent to Incident:

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What Happened (Facts Only):

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Outcomes of Incident:

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**Signed:**

**Dated:**

Report sheet must be given to Head Teacher or Deputy Head Teacher. No copies should be made.

Head Teacher Action:

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Parents Informed:            by Telephone or Meeting

<b>Signed:</b>	<b>Dated:</b>
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**Original Copy to be held in Sarah's Office**

# Playground Rules and Guidance for Behaviour

## Appendix B

There are two breaks at 0930- 09.50 – fruit/snack break and 11.30 – 12.00 - 'brunch break'.

Break 1 - (20 minutes) includes 10 minutes eating and 10 minutes play

This break is focusing on the children eating their snacks.

FS2/KS1 fruit/veg snacks will be provided at this time.

FS2 children /KS1 children – based at picnic tables near classrooms

Y3/4 children – based at picnic benches outside the 3/4 teaching block

Y5/6 children – based at picnic benches outside the library

Break 2 - (30 minutes) includes 15 minutes eating and 15 minutes play

The break of 30 minutes includes the 'brunch' break and children will be eating for the first 15 minutes of this break time, allowing 15 minutes play break. There should always be 2 members of staff on the playground with a member of staff ensuring general safeguarding responsibilities and with a specific focus on playground climbing equipment). Staff should be stationed so as to ensure appropriate supervision for all children in the area designated for play.

Children know that as part of their playground routine, they should eat their snacks first before they use the ball court or apparatus. Children are not allowed to eat food/drink on the ball court or apparatus area. Staff should remind children to consume snacks first.

Children should not play:

- in the toilets
- between buildings e.g. between toilets & ICT block
- on the walkway leading to Y3/4 block and the area shielded by the hedge
- in the area across the front entrance to the school buildings (from ladies toilets to office door)

Red/Brown lines indicate that children should not go beyond this point.

During break time children should not be in classrooms unless directly supervised by a teacher or LSA. They are allowed in the library if the librarian/staff member is there.

Children should observe rota for any playground activities (e.g. 4 square, ball courts, climbing apparatus etc.)

Appropriate footwear must be worn by all children playing on the ball court/climbing apparatus.

Children are not allowed to play contact games such as 'British bulldog'.

No hat, no play rule applies during the summer months.

Time out should follow the same pattern as 'Good to be green' So for instances of poor behaviour, FS2 and KS1 children should receive 3 minutes timeout and KS2 children should receive 5 minutes.

# Ayios Nikolaos Code of Conduct for Staff and Volunteers

## Appendix C

### Do:

- familiarise yourself with your school code of behaviour
- report all health and safety issues without delay
- keep students safe and protect them from physical and emotional harm
- treat everyone with respect
- provide a positive example you wish others to follow
- work with another appropriate adult in all planned activities whenever possible
- make sure you are seen and/or heard by others if working alone with a student
- respect peoples' right to personal privacy
- create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like
- report and challenge all inappropriate and/or abusive activities, such as ridicule or bullying
- report any gifts you receive and ensure they are not of significant value or intention
- give gifts to students only as part of an agreed reward system
- follow procedures for reporting all allegations against staff, carers and volunteers

### Do Not:

- intimidate, threaten, coerce or undermine anyone
- play games or have physical contact that is inappropriate
- give a child a lift in your car as part of a school activity
- jump to conclusions about people's behaviour without establishing facts
- investigate any allegations by yourself
- make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter
- seek to create a personal relationship with a student where one does not already exist
- give any personal details about yourself or others to a student, unless you
- have agreed this with a senior member of staff
- allow any student to access any of your personal accounts on social networking sites
- rely on your good name to protect you – it may not be enough
- believe that an allegation could not be made against you, it could